Table 3: Responses to Question 2

"What are you doing now that you have withdrawn from college?"

Reply	N	%
No response	65	8.7%
Working full-time	253	33.7%
Looking for a job	131	17.5%
Married or soon to be	92	12.3%
Enrolled in another college	114	15.2%
In Armed Forces	95	12.7%

The pattern in question 2 tends to confirm the responses in question 1. Exactly as many students who left to enter another college reported that they were currently enrolled in a new school. It was not surprising that 10% more of the respondents said they were either employed or looking for a job than had reported deciding to take a job. The other differences were generally minor, with the pattern reflecting a confirmation of prior responses emerging very clearly.

Racial differences were detected in "enrolled in another college" and "in Armed Forces" responses. Following the same pattern as in question 1, over twice the proportion of Oriental and "other" students were actually enrolled in another college. Among those "in Armed Forces," none was Black, while in contrast about 13% were caucasian, and 22.7% were Oriental or "others".

Table 4: Responses to Question 3

"What are your plans for continuing college?"

	N	%
No response	58	7.7%
Will probably enroll next semester in some college	278	37.1%
Probably won't go back to coll.	55	7.3%
Will go back to college after military service	93	12.4%
May go back in the future for courses that interest me	266	35.3%

The distribution of responses by race showed that no Black respondents reported that they planned not to return to college, but 15% of the Spanish

Surname students said they would not return. In keeping with the earlier pattern showing a disproportionate number of Spanish Surname students having "motivation" or "falling behind" problems, the picture is both consistent and disheartening for this minority group. Throughout, it is of some interest to contrast the Black responses with the other minority responses; the Black pattern reflects a much stronger commitment to return to college, once withdrawn, and a greater difficulty with the practical considerations of transportation and finance. At least as reflected in this sample, the responses of Spanish Surname students suggest far greater concern over academic and motivation problems, and a dramatically greater likelihood of withdrawing permanently from college.

Table 5: Responses to Question 4

"What is your estimate of your total family income per year?"

No Response	64	8.5%
Under 4,500	119	15.7%
4,500-7,500	125	16.8%
7,500-11,000	114	15.2%
11,100-14,000	129	17.2%
14,000 and above	199	26.6%

The responses on income suggest that financial need may not play as important a part in the decision to leave college as one might have anticipated. When 43.8% of all responding non-continuing students report family incomes of $11,000 or more, it would suggest that financial need is not as widespread as one might suspect. In perspective, however, it must be noted that 15% of the respondents were enrolled in other colleges, and were thus not "dropouts" in any genuine sense. Further, the evidence of low income ($4,500 or less) among Spanish Surname (34%) and Black (22.7%) students confirms the general expectation that, for minority economically disadvantaged students, the open door of the community college may still be a revolving door.

To assess knowledge of financial aids criteria, and the extent to which

students who discontinued their enrollment made use of financial aids opportunities, students were asked whether they were eligible for financial aid, and whether they received some assistance. The responses are given in Table 6 below.

Table 6: Responses to Question 5

"As far as you know, were you eligible for financial aid?"

	N	%
No response	59	7.9%
Yes	145	19.3%
No	165	22.0%
Do not know	381	50.8%

The analysis of these responses by race makes the pattern difficult to interpret: 18.3% of the Caucasian, 37.5% of the Spanish Surname, and 40.9% of the Black students reported that they were eligible, and these proportions correspond roughly with the numbers of students in the lowest income levels, by race. The fact that half of the respondents did not know whether they were eligible is an interesting descriptive statistic. One may only speculate whether the lack of knowledge could be ascribed to problems of communication within institution, problems of recognition of need among students, or a variety of other possible alternative explanations.

When asked whether they <u>received</u> financial aid, the students responded as follows:

Table 7: Responses to Question 6

"Did you receive financial aid?" (Scholarship, economic opportunity grant, college work program, etc.)

	N	%
No response	57	7.6%
Yes	100	13.3%
No	276	36.8%
Did not apply	317	42.3%

The distribution by race suggested that the majority of those who needed aid, received it in some form: 11.3% of the caucasian and 32.5% of the Spanish Surname students reported that they had obtained financial aid. Black students reported aid in far less proportion to anticipated need: while 40.9% reported being eligible, only 18.2% had actually obtained financial aid.

Summary of Responses

The greatest proportion of responding students reported discontinuing their enrollment to take employment unrelated to their college courses; motivation, problems of enrollment, and transfer to another institution accounted for another 59.4% of the responses. Transportation problems and falling behind in course work were reported by minority students in much greater frequency than for caucasians; Spanish Surname students appeared particularly vulnerable to motivation concerns.

Confirming the previous responses, the greatest proportion of students indicated that they were now working (33.7%) or looking for a job (17.5%). Again, 15.2% were reported actually to be enrolled in another institution.

Only 7.3% of the respondents reported that they "probably won't go back to college." There were differences in response by race, with no Black students saying they would not return, and 15% of the Spanish Surname intending to make the break permanently. The majority of students said they would return immediately (37.1%) or at least in the future (47.7%).

The distributions of income seemed high for responding students: 43.8% reported family incomes of $11,000 or higher. Minority students reported lower incomes, and there was evidence that, for all students except Blacks, eligibility for financial aid and actual financial aid seemed to be in harmony. For Black students, however, fewer than half the proportion claiming to be eligible for financial aid actually received it.

IV. Relation of CCHE Follow-Up Responses to NORCAL Responses

To assess how accurately students who discontinued their enrollment might have anticipated problem areas at the time of entry to college, a randomly selected sample of 130 students was drawn and the NORCAL questionnaire responses given in the Fall, 1969 enrollment period were analyzed.

One of the possible sources of difficulty to students was in the area of transportation: how did students get to college, how long did it take them, how far away did they live? If these transportation problems were pronounced, it would be expected that a greater proportion of responding dropouts would live farther from campus, take longer to get there, and have some mode of transportation other than a car of their own. An analysis of the responses of the 130 non-continuing students was made against the total NORCAL sample, with the following results.

Table 8

NORCAL Non-Continuing vs NORCAL Total Sample Responses to "Distance, Mode, Transportation" Inquiries

Category	Sample (N=130)		Total (N=23,333)	
	N	%	N	%
Distance				
1-5 miles	85	65.38%	9,077	42.85%
6-10 miles			5,798	27.37%
11-15 miles	45	34.62%	4,742	22.38%
16-20 miles			1,222	5.77%
Over 20 miles			1,519	7.17%
No Response	0		1,175	5.54%
Mode				
Own Car	85	65.38%	13,545	63.94%
Car Pool			1,752	8.27%
Pub. Transp.			2,114	9.98%
School Bus	45	34.62%	689	3.25%
Other			2,274	10.73%
No response	0		809	3.83%
Time				
10 min. or less	110	84.61%	6,086	28.73%
10-30 min.			11,314	53.41%
30-45 min.	20	15.39%	2,142	10.11%
45-90 min.			775	3.66%
Over 90 min.			137	.65%
No response			729	3.44%

The distribution for responding non-continuing students in the sample matched almost identically the distribution of the total sample. It would appear that problems of transportation did not distinguish the non-continuing student.

The NORCAL questionnaire asked students to anticipate their college goals, and this variable was a key predictor of attrition. It could be anticipated that a greater proportion of non-continuing students would have claimed lower goals in their original response of Fall, 1969. Table 9 shows the actual distribution.

Table 9: Goals for College

NORCAL Non-Continuing vs NORCAL Total Sample

	Sample	(N=130)	Total	(N=23,533)
Undecided	17	13.09%	1,961	9.25%
Courses only	2	1.53%	888	4.19%
Vocational or 2 yr only	50	38.46%	6,477	30.60%
Transfer	61	46.92%	11,103	52.41%
No response	0	-	754	3.55%

As expected, the goals of non-continuing students were different from reported by the total sample: about 8% more chose two-year goals, and about 6% fewer chose transfer goals. Given that 15% of the non-continuing students were enrolled in other colleges, it is possible that the difference between the two samples would be even more pronounced if these 15% were not considered.

NORCAL students were also asked to anticipate possible obstacles to college which might cause them to withdraw. The distribution of CCHE Sample and Total NORCAL responses is shown in Table 10.

Table 10: Obstacle to College

NORCAL Non-Continuing Sample vs NORCAL Total Sample

	Sample (N=130)		Total (N=23,533)	
	N	%	N	%
Academic	14	10.77%	3,152	14.87%
Financial	25	19.23%	4,659	21.99%
Marriage	25	19.23%	2,465	11.63%
Motivation	16	12.31%	3,287	15.52%
Other	50	38.46%	6,127	28.92%
No Response	0		1,493	7.07%

The "obstacle" question was one of the big predictors in the one experimental

version of the NORCAL model. Particularly heavily weighted was the "other" response, which, as anticipated, was given more frequently by responding students in the non-continuing sample. The general observation may be made, however, that students who did not re-enroll did not anticipate their "obstacles" very well. To give a more clear indication of the pattern, an analysis was made of the 130 students' NORCAL responses on "anticipated obstacle" in comparison with the CCHE responses for the same students. Some of the findings were:

*80% of the sample students who anticipated a "financial" obstacle in Fall, 1969, reported "low income" ($7,500 or under) in the follow-up questionnaire.

*70% of the sample students who anticipated "other" reasons for possible withdrawal reported reasons other than financial, academic, marriage, or motivation in their follow-up responses.

*62.5% of the sample students who reported anticipated "motivations" problems reported "motivation" was a reason for not re-enrolling in the Spring.

As a final comparison of follow-up data with data from the NORCAL questionnaire, the responses of the sample group with the total NORCAL group were compared on the question "will you need financial aid to remain in college?"

Table 11: Need for Aid

NORCAL Non-Continuing Sample vs NORCAL Total Sample

	Sample (N=130)		Total (N=23,533)	
Yes	30	23.08%	4,477	21.13%
No	100	76.92%	14,942	70.53%
N.R.	0		1,764	8.34%

Reviewing earlier responses from the CCHE questionnaire, one might note that the anticipated need for aid corresponded somewhat closely with the proportion of low income ($7,500 or less - 32.5%), and with the number of students eligible for financial aid (19.3%). Generally, it appears possible that, although the non-continuing sample did not differ measurably from the total NORCAL sample on "need for aid," those who reported a need for aid in the Fall, 1969 were likely to be low income, and eligible for some financial assistance.

Although it was relatively clear from the substantial report in the follow-up responses that employed students took jobs unrelated to their college majors, a tabulation was made of the majors of the 130 sample students for whom both NORCAL and CCHE questionnaires were available. Only one pattern was clear; the highest proportion of students in the sample reported an "undeclared" major (10.0%). The next highest per cent (7.6%) was for "Liberal Arts transfer" majors, followed by Engineering and Business Administration (5.3% each). The rest of the declared majors were claimed by less than 5% of the students, and it could be inferred that the goals of non-continuing students generally had not achieved sufficient specificity at the time of their entry into college to have provided a basis for a rationale job choice by the opening of the second enrollment period.

Summary of CCHE/NORCAL Relationship

It could be inferred on the basis of the responses that non-continuing students generally were not very accurate in anticipating their reasons for failing to re-enroll in college for a second term. There was, however, enough evidence to justify the conclusion that those who anticipated financial problems subsequently reported having them, and those who anticipated motivation problems subsequently reported having them. There was no evidence to suggest that follow-up sample students had measurably different responses from the total NORCAL sample

on "obstacle" to college.

There was no evidence that follow-up sample students anticipated a need for financial aid in greater proportion than the total NORCAL sample.

There was no evidence that "major" was related to subsequent employment. There was, on the contrary, evidence to support the conclusion that non-continuing students were less certain and more general about their major than others.

"Goal for college" was significantly different among follow-up sample students, compared with the total NORCAL sample. Slightly more sample students reported being undecided, but significantly more reported a two-year goal and fewer reported a transfer goal.

V. A Proposal for Further Follow-Up

The results of the first follow-up of non-continuing students into the Spring of their first academic year have provided some meaningful insights to supplement those of the NORCAL project. The promise of continuing a longitudinal study into the second academic year can and should be met through the cooperation of NORCAL with the Coordinating Council for Higher Education. While the analysis of the first follow-up sample tended to confirm the fact that the first to leave higher education are the minority disadvantaged, it may be that further analysis may provide some basis for evaluating the pattern of migration, by major, into the job market, or into other institutions of higher education.

It is recommended that the cooperating NORCAL colleges follow all of their first-time, full-time day students from the Fall, 1969 semester or quarter into the second academic year, and that a follow-up questionnaire be administered to all students (as defined above) who enrolled consecutively throughout the 1969-70 academic year but did not enroll in the original

institution for Fall, 1970.

Some Methodological Problems

The recommended study would be a continuation of the descriptive model of which the current report is a part. The general questions would be the same. Broadly, they would include:

1) What migration occurred from the original institutions into transfer institutions?
2) What were the current activities and expectations of students who did not return for their second year of college?
3) What were the pattern of responses by non-returning students on the original (Fall, 1969) NORCAL questionnaire?
4) What relationships might be inferred between employment and college major?

A number of practical considerations come to mind immediately, given the experience of the first follow-up. In this spirit, the following procedural sequence is offered:

1. Defining the sample. All participating colleges will compare the Fall, 1969 student files with the Spring, 1970 files. The list of those who were first-time day in 1969, and remained full-time (12 units or above) day students for the entire 1969-70 academic year would then be compared with the census week enrollment data for Fall, 1970, and the non-continuing students identified as those who did not re-enroll for the second academic year, having completed the first as full-time day students.
2. Limiting the sample. Because of the size of the sample (between 40% and 60% of the first year students may not return), it is recommended that 20% random selection be made by identifying every fifth student

to be contacted with a follow-up questionnaire. Alternatively, two digits may be randomly selected between 0 and 9, and the last digit of the student I.D. number may be matched against these randomly-drawn numbers to obtain a 20% sample.

3. Contacting the sample. It is recommended that the questions be asked by telephone of all sample students still residing in the district. For those no longer residing in the district, it is recommended that a follow-up questionnaire and at least two subsequent reminders, if necessary, be sent, along with a stamped, self-addressed envelope to the institution requesting the data. This will facilitate preliminary analysis of data by each participating college, and will make it possible for each college to "prod" the non-responding students. Each college should arrange with the project director to get the data into machine readable images.

4. Preparing for analysis. NORCAL questionnaire data for responding students (from Fall, 1969) should be returned with the follow-up questionnaire, if possible, to the NORCAL project director. Again, arrangements should be made to get the original NORCAL responses into machine-readable images.

5. Analysis of Data. The Statistical Package for Social Sciences, available at Stanford University and other major installations, provides the potential for cross-tabulation by age, race, sex or any other sub-set of variables by each response to each question in the follow-up study. In general, the emphasis may remain on description, and may include correlations or other descriptive statistics available under SPSS and at the direction of the NORCAL Project Committee.

Some revision and up-dating of the questionnaire seems advisable for the continued follow-up. Greater definition of financial need may be desirable, and a confirmation of "major" may be very valuable, both in relation to subsequent employment or transfer and in relation to the original declared intent (Fall, 1969). Other questions may be suggested by the NORCAL Project Committee and the CCHE staff.

Generally, the failure to continue the follow-up would represent a major loss of knowledge about community college students. The NORCAL sample is one of the largest ever to be gathered in community colleges, and valuable insights from descriptive literature out of the Project's third (experimental) phase may be balanced against the longitudinal analysis of migration patterns among community college students.

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NORCAL CO-OPERATIVE RESEARCH PROJECT

1. NAME _____ (LAST NAME) (FIRST NAME) (MIDDLE INITIAL)

COLLEGE USE - DO NOT MARK THIS AREA	2. SOCIAL SECURITY NUMBER
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
TEST USED: ACT SAT CO-OP SCAT OTHER	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
COLLEGE CODE:	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

3. WHAT IS YOUR RACE? — CAUCASIAN; CAUCASIAN (SPANISH SURNAME); BLACK; ORIENTAL; OTHER

4. SEX — MALE; FEMALE

5. WHAT IS YOUR MARITAL STATUS? — SINGLE; MARRIED

6. IF EMPLOYED, WILL YOU KEEP YOUR JOB WHILE IN COLLEGE? — YES; NO; NOT EMPLOYED

7. IS YOUR JOB RELATED TO YOUR COLLEGE MAJOR? — YES; NO; NOT EMPLOYED

8. WILL YOU NEED FINANCIAL AID TO REMAIN IN COLLEGE? — YES; NO

9. IN THE HOME WHERE YOU GREW UP, WHICH OF THE FOLLOWING BEST DESCRIBES THE JOB OF THE HEAD OF THE FAMILY?
- UNEMPLOYED
- UNSKILLED (NO FORMAL TRAINING)
- SEMI-SKILLED (SOME FORMAL TRAINING PREFERRED)
- SKILLED (SOME FORMAL TRAINING REQUIRED)
- MANAGERIAL (CONSIDERABLE TRAINING REQUIRED)
- PROFESSIONAL

10. DOES YOUR MOTHER HAVE A JOB OUTSIDE THE HOME? — YES, FULL TIME; YES, PART TIME; NO

11. HOW FAR AWAY FROM COLLEGE DO YOU LIVE? — 1-5 MILES; 6-10 MILES; 11-15 MILES; 16-20 MILES; OVER 20 MILES

12. HOW DO YOU GET TO THE CAMPUS? — OWN CAR; CAR POOL; PUBLIC TRANS.; SCHOOL BUS; OTHER

13. HOW LONG DOES IT TAKE YOU TO GET TO CAMPUS? — 10 MIN. OR LESS; 10-30 MINUTES; 30-45 MINUTES; 45-90 MINUTES; OVER 90 MINUTES

14. WHAT IS YOUR REASON FOR COMING TO COLLEGE? (MARK ONE CHOICE ONLY)

☐	I HAVEN'T REALLY DECIDED YET	☐	TO GET A JUNIOR COLLEGE DEGREE ONLY
☐	JUST TO TAKE INTERESTING COURSES	☐	TO GET A JUNIOR COLLEGE DEGREE AND COMPLETE A VOCATIONAL/TECHNICAL PROGRAM
☐	TO COMPLETE ONE OF THE TECHNICAL/VOCATIONAL COURSES	☐	TO PREPARE FOR TRANSFER TO ANOTHER INSTITUTION WITH OR WITHOUT AN A.A. DEGREE

15. SOMETIMES PEOPLE ARE UNABLE TO COMPLETE COLLEGE, EVEN THOUGH THEY PLAN TO. IF YOU ARE UNABLE TO FINISH WHAT DO YOU THINK WILL BE THE LIKELIEST OBSTACLE? — ACADEMIC; FINANCIAL; MARRIAGE; MOTIVATION; OTHER

16. WE SOMETIMES TURN TO OTHERS FOR ADVICE WHEN WE ARE MAKING PLANS. IF YOU WERE MAKING AN IMPORTANT DECISION NOW, HOW LIKELY IS IT THAT YOU WOULD TURN TO EACH OF THE FOLLOWING:

	NOT VERY LIKELY	MAYBE	LIKELY	VERY LIKELY		NOT VERY LIKELY	MAYBE	LIKELY	VERY LIKELY
NO ONE	☐	☐	☐	☐	COUNSELOR	☐	☐	☐	☐
FATHER	☐	☐	☐	☐	BROTHER/SISTER	☐	☐	☐	☐
MOTHER	☐	☐	☐	☐	FRIENDS	☐	☐	☐	☐
TEACHER	☐	☐	☐	☐	OTHER	☐	☐	☐	☐

17. WHICH OF THE FOLLOWING PEOPLE WOULD YOU RELY ON MOST FOR ADVICE ABOUT SCHOOL OR JOB PLANS? — NO ONE; FATHER; MOTHER; TEACHER; COUNSELOR; BROTHER/SISTER; FRIENDS; OTHER

18. HOW IMPORTANT IS IT TO THE FOLLOWING PEOPLE THAT YOU GO TO COLLEGE?

	NOT VERY IMPT.	SOMEWHAT IMPT.	QUITE IMPT.	EXTREMELY IMPT.
FATHER				
MOTHER	☐	☐	☐	☐
OTHER	☐	☐	☐	☐

19. HOW IMPORTANT IS COLLEGE TO YOU PERSONALLY? — NOT VERY IMPT.; SOMEWHAT IMPT.; QUITE IMPT.; EXTREMELY IMPT.

20. WHAT IS YOUR MAJOR? (USE THE LIST OF MAJOR CODES ON THE REVERSE SIDE OF THIS PAGE)

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

NORCAL CO-OPERATIVE RESEARCH PROJECT

INSTRUCTIONS

This questionnaire is being given to entering freshman students in 22 colleges throughout Northern California as a part of a cooperative research project which has been in progress for one year. The questions on the reverse side of this page should take no more than five or six minutes of your time. Please answer every question to the best of your knowledge. If you do not wish to answer a question, skip it and go on to the next one.

We appreciate your help. The results of this study will be used to develop new programs on your campus, and we hope to provide as much information to each college as possible from your responses.

Thank you for taking this extra few minutes of your time.

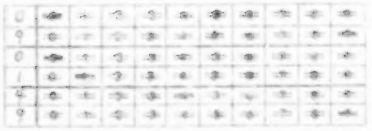
DIRECTIONS FOR ANSWERING QUESTIONS

Please make heavy marks to indicate your responses to the questions on the reverse side of this page. Read each question carefully, and make the appropriate response in each case: some questions may ask for more than one response.

For marking social security number and college major code, use the form illustrated below. List the numbers down the page, and then mark the spaces corresponding to the numbers. For example, if we were asking for your birth date, the response would be:

DATE OF BIRTH
Show month, day, year in numbers (Always precede unit numbers with zero, 01, 02, 03, etc.)

Example: Sept. 1, 1949 would be written as follows: 09 01 49 and marked as shown:



Please select your major from this list and enter the code number of your major in the appropriate blanks.

Majors listed represent Associate in Arts or Associate in Science Degree programs (terminal or transfer). In these areas the College offers a sufficient number of courses in the specific field to permit completion of the twenty-unit minimum degree requirement for the major.

If you are planning to transfer to a four-year college in any of the following-listed areas of study, your degree will be Associate in Arts with a major in Liberal Arts. Completion of (a) general education courses required by the four-year college and (b) courses offered in the area of study will usually meet the Liberal Arts major requirement.

900 Apprenticeship - this code number should be used for all apprenticeship majors in any field. Do not use the code number of the specific trade area.
515 LIBERAL ARTS NON-TRANSFER (undecided or unlisted major)
201 Accounting
801 Aeronautics
102 Agribusiness

302 Architectural Drafting
520 Art
805 Automotive Mechanics
807 Body and Fender
808 Building Construction Technology

205 Business Administration
208 Business Data Processing
204 Business, General
809 Carpentry
203 Clerical

207 Court Reporting
814 Diesel Mechanics
816 Electrician
817 Electronics Technician
301 Engineering

883 Fire Science (Evening only)
560 Home Economics
561 Home Economics/Child Development
899 Industrial Arts Ed
823 Industrial Drafting

461 Inhalation Therapy
209 Insurance
535 Journalism
210 Legal Secretary
829 Machinist

211 Marketing
620 Mathematics
830 Mechanical Technology
212 Medical Assistant Secretary
224 Medical Receptionist (1 yr. non-degree course)

462 Medical Records Technology
213 Medical Secretary
831 Mill Cabinet Maker
580 Music
452 Nursing, RN-AA Degree Program

453 Nursing, Vocational-AS Degree Program
468 preNursing, Licensed Vocational
214 Office Administration
216 Office Machines
888 Police Science

217 Public Administration
542 Radio and Television Repairman
219 Real Estate
220 Receptionist (One yr. non-degree program)
430 Recreational Leadership

933 Reprographics
221 Secretarial Science
834 Sheet Metal Worker
741 Social Science
222 Stenography (One yr. non-degree course)

591 Teacher Aide
223 Technical Secretary
886 Transportation
837 Welding
457 X-Ray Technology

510 LIBERAL ARTS TRANSFER (undecided or unlisted major)
101 Agriculture, General
710 Anthropology
681 preArchitecture
631 Astronomy

610 Biological Science
611 Botany
632 Chemistry
770 Criminology
682 preDentistry

720 Economics
530 English-Literature
683 preForestry
552 French
612 Game Management

730 Geography
640 Geology-Earth Science
553 German
459 Health Education
740 History-Political Science

827 Industrial Technology
786 preLaw
620 Mathematics
455 Medical Laboratory Technology
684 preMedicine

451 preNursing, Registered
614 Oceanography
685 preOptometry
686 prePharmacy
570 Philosophy

420 Physical Education
630 Physical Science
633 Physics
750 Psychology
554 Russian

799 Social Welfare
760 Sociology
551 Spanish
543 Speech
590 preTeaching, Elementary or Secondary

787 preTheology
689 preVeterinary
613 Zoology
010 Evening Courses - Transfer
015 Evening Courses - Non-Transfer
999 Non-Credit Courses